

**THE EFFECT OF USING MAGNET SUMMARY STRATEGY
TOWARD READING COMPREHENSION OF THE FIFTH
GRADE STUDENTS AT ALMUNAWWARAH
ISLAMIC BOARDING SCHOOL
PEKANBARU**



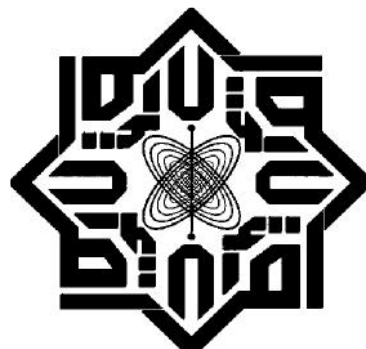
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**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1434 H/2013 M**

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GRADE STUDENTS AT ALMUNAWWARAH
ISLAMIC BOARDING SCHOOL
PEKANBARU**

A Thesis

Submitted in Partial Fulfillment of the Requirements
for the Undergraduate Degree of Bachelor of Education
(S.Pd.)



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ABSTRACT

HARDIANSYAH (2013): The Effect of Using Magnet Summary Strategy toward Reading Comprehension of the Fifth Grade Students at Al Munawwarah Islamic Boarding School Pekanbaru

Based on the researcher's preliminary study, it was found that the students could not comprehend the meaning of texts in their text book at the school. The problem can be seen by some of the students could not understand about the content of reading text and identify main idea of the text. So, the researcher was interested in carrying out the research about this problem.

The research was administered at Al Munawwarah Islamic Boarding School Pekanbaru. The subject of the research was the fifth year students of Al Munawwarah Islamic Boarding School, and the object of this research was the effect of using magnet summary strategy toward reading comprehension. The design of this research was quasi- experimental design.

The population of this research was all of the fifth year students. The total number of population was 51 students. Because the number of population was not large, the researcher used total sampling by taking two classes as sample; class VA, consisted of 26 students as a control class, and class VB, consisted of 25 students as an experimental class, so the numbers of sample from two classes were 51 students. To analyze the data, the researcher adopted Independent sample T-test formula by using SPSS.

After analyzing the data, the researcher found that t_{observed} higher than t_{table} at significant level of 5% and significant level of 1%. Thus, Null Hypothesis (H_0) is Rejected, and Alternative Hypothesis (H_a) is Accepted. So, there is significant Effect of Using Magnet Summary Strategy toward Reading Comprehension of the Fifth Grade students at Al Munawwarah Islamic Boarding School Pekanbaru. In conclusion, the using of magnet summary could help students to improve their reading comprehension.

ABSTRAK

HARDIANSYAH (2013): Pengaruh dari Penggunaan Strategi Magnet Summary terhadap Pemahaman Bacaan Siswa Tingkat Kelima di Pondok Pesantren Al Munawwarah Pekanbaru

Berdasarkan studi pendahuluan peneliti, ditemukan bahwa, siswa belum mampu memahami sebuah bacaan dalam buku pelajaran di sekolah. Masalah ini disebabkan oleh beberapa faktor. Misalnya, sebagian siswa kurang memahami tentang isi dari teks bacaan dan tidak bisa mengidentifikasi ide pokok dari teks bacaan. Jadi, peneliti tertarik mengadakan penelitian tentang masalah tersebut.

Penelitian ini diadakan di Pondok Pesantren Al Munawwarah Pekanbaru. Subjek dari penelitian ini adalah siswa tahun kelima Madrasah Pondok Pesantren Al Munawwarah Pekanbaru, dan objek dari penelitian ini adalah dampak dari penggunaan strategi Magnet Summary. Adapun jenis penelitiannya adalah quasi-experiment.

Populasi dari penelitian ini adalah seluruh siswa tahun kelima. Keseluruhan dari jumlah populasi adalah 51 siswa. Dikarenakan jumlah populasinya tidak terlalu banyak, peneliti menggunakan Total sampling yang hanya mengambil dua kelas sebagai sampel: kelas V A yang terdiri dari 26 siswa sebagai kelas kontrol, dan kelas V B yang terdiri dari 25 siswa sebagai kelas eksperimen. Jadi, jumlah sampel dari dua kelas tersebut adalah 51 siswa. Untuk data analisisnya, peneliti menggunakan Independent sample T-test melalui SPSS.

Setelah data dianalisis, peneliti menemukan, dimana t_{observed} lebih besar daripada t_{table} pada level signifikan 5% dan pada level 1%. Maka, Null Hypothesis (H_0) ditolak, dan Alternative Hypothesis (H_a) diterima. Jadi, terdapat pengaruh yang signifikan dari penggunaan strategi magnet summary terhadap pemahaman bacaan siswa tingkat kelima di pondok pesantren Al Munawwarah Pekanbaru.

ملخص

هردينشه (2012): أشر استخدام خطة magnet summary الى فهم الطلاب فى القر
اءة لطلبة الصف الخامس فى معهورة الاسلا مى با كنارو

كشف الباحث أن الطلاب لا يفهمون معاني النصوص فى كتبهم بناء على الدراسة الأولية
التي أداها الباحث، وتأتي هذه المشكلات ببعض العوامل منها: بعض الطلاب لا يفهمون محتويات
النصوص و لا يقدرّون على تعيين على فقرة الأولى من تلك النصوص، ومع ذلك رغب الباحث
فى أداء هذا لبحث.

انعقد هذا البحث فى معهدى المنورة الاسلا مى با كنارو. الهدف لهذا البحث الطلاب
الصف الخامس معهدى المنورة الاسلا مى با كنارو بينما لهدف فى هذا البحث أثر استخدام خطة
magnet summary. وعرض هذا البث بشبه التجربة.

الأفراد فى هذا البحث جميع طلبة الصف 5 و مجموع العينات فى هذا البحث نحو
51 طالبا شمل استعمل الكاتب كل فصلى سميت كلية مناسبة فى أخذ الفصلين لعينات هذا
البحث هما طلبة الصف الخامس الألكف بقدر 26 طالبا لفرقة التجربة و طلبة الصف الخامس
الباء بقدر 25 طالبا لخط. وفى تحليل البيانات استخدم الباحث عينة مستقلة ت - الاختبار
باستخدام البرنامج الحاسوبى س ف س س.

استنبط الباحث مبنيا على تحليل البيانات، ان ت الملا حظة تدل انه اعلى عن ت الجدول فى
مستوى الدلالة 5 فى المائة وفى مستوى 1 فى المائة. فهناك أن هناك اشرا هاما من أثر استخدام
خطة الى فهم الطلاب فى الضراءة لطلبة الصف الخامس فى معهدى المنورة الاسلا مى با كنارو

ACKNOWLEDGEMENT

In the name of Allah, the most gracious and the most merciful, praises belong to Allah Almighty, the lord of Universe. Through His guidance and His blessing, the writer has completed academic requirement for the award of bachelor degree at the department of English education, Faculty of Education and Teacher Training of State Islamic University (UIN) Sultan Syarif Kasim Riau.

The title of this thesis is the effect of using Magne Summary Strategy Toward Reading Comprehension of the Fifth Grade Students at Al Munawwarah Islamic Boarding School Pekanbaru.

In this occasion, the writer would like to express his great thanks to:

1. Prof. Dr. H. M. Nazir, the Rector of State Islamic University of Sultan Syarif Kasim Riau
2. Dr. Hj. Helmiati, M.Ag, the Dean of Education and Teacher Training Faculty and all staff
3. Dr. Hj. Zulhidah, M.Pd, the Chairperson of English Education Department
4. Dedy Wahyudi, M.Pd, the Secretary of English Education Department
5. Drs. H. Abdullah Hasan, M.Sc who has given me correction, suggestion, support, advice and guidance in finishing this thesis
6. Drs. H. Jasno Susanto, M.Pd, my beloved supervisor who has given the writer correction, advise, motivation, and guidance in finishing the thesis.
7. All lecturers who have given writer their knowledge and information through the meeting in the class or personally

8. The Headmaster of Al Munawwarah Islamic Boarding School Pekanbaru (Ahmad Sabri, SH) and then the English teacher (Canavalia Canofy Syahda, S.Pd), and all staffs who really helped the writer in finishing this research
9. My beloved parents, Mazni and Nurwilis, who have given meaningful and useful supports to accomplish this thesis
10. My brothers: Tafsirudin, M.Pd, Miswan and Zurriyatul Khairi, S.Sos who have given writer support to accomplish this thesis
11. My sisters: Yusna Maidalina, S.Sos, Erfina Susanti, SE and Reahla Tussaada who have given writer support to accomplish this thesis
12. My best friends , Rina Yusliana, S.Pd, Nency Utama Haslin, Yeni Marlinda, Tri Yudistira Ningsih, Faisal and all members of B class

Finally, the writer really realizes that there are same weaknesses on the thesis. Therefore, constructive critiques and suggestions are needed in order to improve this thesis.

May Allah Almighty, the lord of universe bless you all. Amin.

Pekanbaru, February, 07, 2013
The Researcher

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.¹ According to Linda J. Dorn and Carla Soffos, reading is a complex process involving a network of cognitive actions that work together to construct meaning². So that why reading becomes an important skills that must be mastered by students in teaching and learning English, besides speaking, listening and writing because reading will be able to improve students' knowledge and it is a way that used in order to understand the material in teaching and learning English which is served textually. Beside that, reading has a purpose. The purpose of the reading will be achieved not only when the reader comprehends the reading text as well but also when the reader knows which skills and strategies are appropriate to the type of text, and understand how to apply them to accomplish the reading purpose. Based on the opinions above, it is very clear that the students of Senior High School level are strongly expected to know the approach of reading skill to comprehend the reading text as well.

Comprehension is the center of reading. Reading comprehension is dependent on three factors. The first factor is that the reader has command of the linguistic structure of the text. The second factor is that the reader is able to exercise metacognitive control over the content being read. And the the third and the most important criterion

¹ David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill, 2003),p.68

² Linda J. Dorn and Carla Soffos, *Teaching for Deep Comprehension a reading workshop Approach*, (New York: Stenhouse Publishers. 2005) p.6

influencing comprehension is that the reader has adequate background in the content and vocabulary being presented³.

Hasibuan and Ansyari say that the students of senior high school are the students that have informational level⁴. It means that the learners are able to access knowledge with the medium of English language, includes reading proficiency. In this case the students are demanded to have a good comprehend in reading proficiency itself.

Al Munawwarah Islamic Boarding School Pekanbaru is one of educational institutions in Riau. It is located in East Tangkerang, Pekanbaru. Al Munawwarah Islamic Boarding school has some subjects in the process of learning, one of them is English. It is a compulsory subject in this school because it is examined in national examination. English is taught twice a week or four hours in a week. Actually, they learn four language skills in English; they are listening, speaking, reading, and writing.

Especially for reading, Al Munawwarah Islamic Boarding school is taught based on the curriculum. According to the school based curriculum of English, the goal of learning English for the Fifth Grade students in reading is “The students are able to respond the meaning and rhetorical steps in a simple short essay accurately, smoothly, and then associated with the environment in the narrative text form”. The students of Al Munawwarah Islamic Boarding School study some types of texts; narrative, descriptive and recount texts, In this research, researchcer focuses on narrative text.

Based on the researchcer preliminary study at Al-Munawwarah Islamic Boarding school Pekanbaru which uses School Based Curriculum that English has been taught and applied many approaches in developing students’ reading comprehension since the fourth

³ Karen Trankersley, *The Therads of Reading Strategies for Literacy Development*, (Virginia : Association for Supervision and Curriculum Development, 2003), p 90

⁴KalayoHasibuan and Muhammad Fauzan A. *Teaching English as Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p.2

year of English teaching period. Actually, at least, they have studied English about 10 years, 6 years in Elementary School, 3 year in Junior High School, 1 year in Senior High School. In other words, they have studied English for a long time, it means they should know a good learning strategy and approaches to learn English especially in reading comprehension. This possibility describes that, ideally, the Fifth Grade students of Al-Munawwarah Islamic Boarding School Pekanbaru could develop their competence in reading comprehension, but in fact, it is still far from the target of the curriculum. The researcher has found several problems as long as the preliminary study. The problems of the students can be seen in the following phenomena:

1. The students have difficulty to comprehend the texts given
2. The students cannot identify the communicative purpose of the texts given
3. The students cannot identify main idea because they have lack of vocabulary
4. The students do not understand well about the function of generic structure in comprehending the reading texts.

There are many strategies that can be used by the teachers in teaching reading, one of them is Magnet Summary Strategy. Magnet Summary Strategy is one of the effective strategies that is used by the teacher how to teach reading subject. (Buehl, 2001)⁵ in book Debra J. House. says that Magnet Summary Strategy is strategy can help students identify facts related to magnet words (key terms) in a text.

Based on the explanation and the problem experienced by the students above, the researcher is interested in conducting a research entitled: "THE EFFECT OF USING MAGNET SUMMARY STRATEGY TOWARD READING COMPREHENSION OF THE FIFTH GRADE STUDENTS AT AL MUNAWWARAH ISLAMIC BOARDING SCHOOL PEKANBARU".

⁵Debra J. Housel, *Nonfiction Strategy*, (California: Teacher created Resources, 2009), p 128

B. The Definition of the Term

1. Effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables.⁶ In this research, effect is defined as the result of teaching reading treated Magnet Summary Strategy.
2. Magnet summary is the strategy which students identify key words from the passages read and then use them to develop a summary of the passage.⁷ In this research, Magnet Summary is the strategy conducted to the students.
3. Reading is the action of the person who reads or attempt to make a meaning from what an author has written. According to Ricahrd⁸, reading perceives the written text in order to understand its content. Especially for this research, reading means the subject that taught to the students.
4. Comprehension means an exercise given to the students to test how well they understand written or spoken language. In this case, comprehension deals with reading.

C. The Problem

1. The Identification of the Problem

Based on the explanation above, the researchcer identifies the problems that there is some of students have difficulty to comprehend the texts given, some of students couldn't identify the communicative purpose of the texts given, some of students couldn't identify main idea and they have lack of vocabulary, some students do not understand well about the function of generic structure in comprehending the reading texts, What can be done to improve the students' reading comprehension in

⁶ Jack C. Richards and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. Third Edition (New York: Pearson Education, 2002) p. 175

⁷ Roberta L. Sejnost and Sharon M. Thiese, *Building Content Literacy*, (America: Corwin, 2010), p. 55

⁸ Jack C. Richards and Richard Schmidt, *Op. Cit.*, p. 306

expressing a narrative, the effect of using Magnet Summary Strategy toward reading comprehension of the fifth students at Al-Munawwarah Islamic Boarding School Pekanbaru.

2. The Limitation of the Problem

Based on the identification of the problems above, the researcher limits the problem of using Magnet Summary Strategy toward reading comprehension at Al Munawwarah Islamic Boarding School Pekanbaru especially in narative text.

3. The Formulation of the Research

The problems of this research are formulated in the following questions:

- a. How is the students' reading comprehension taught without using magnet summary strategy?
- b. How is the students' reading comprehension taught using magnet summary strategy?
- c. Is there any significant effect of using magnet summary strategy toward reading comprehension of the Fifth Grade students at Al Munawwarah Islamic Boarding School Pekanbaru?

D. The Objectives and the Significance of the Research

1. The Objectives of the Research

- a. To find out how is the students' reading comprehension taught without using magnet summary strategy.
- b. To find out how is the students' reading comprehension taught without using magnet summary strategy.
- c. To determine wheter there is any significant effect of using magnet summary strategy toward reading comprehension of the fifth Grade students at Al Munawwarah Islamic Boarding School Pekanbaru.

2. The Significance of the Research

Related to the objectives of the research above, the significance of the research is as follows:

1. The research findings are given the valuable input to the teachers of English at Al Munawwarah Islamic Boarding School especially and all English teachers generally as an attempt toward the students' reading comprehension.
2. The research findings are expected to provide both theoretical and practical benefits for teaching English as foreign language, especially for those who have great concerns in teaching reading.
3. Motivating students to improve their proficiency in reading comprehension, in order to give chance for the students to master English.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Concept of Magnet Summary Strategy

Magnet summary strategy helps student identify key words from the passage read and then use them to develop a summary of the passage.¹ In other side as Debra J. Stated that magnet summary strategy helps students identify facts related to magnet words (key term) in a text.² And according to Buehl that magnet summmary is a strategy that helps students rise above the details and construct meaningful summaries in their own word.³

From these opinions, it can be concluded that magnet summary strategy is a strategy that helps the students identfy key words from a passage and then the students can make summary easily. Furthermore, this strategy asks the students to chunk their reading into small sections and summarize each before developing a full-blown summary of the entire ssigment.

The advantages of teaching students how to summarize using magnet summary strategy that it provides them with a logical and simple procedure for determining relevant and irrelevant details as they syntesize the information. With this strategy students learn to remember, and develop facility to separate main ideas from supporting details. Not only that but also by using this strategy students flesh out their understanding of key vocabulary and ideas.

¹ Roberta L. Sejnost and Sharon M. Thiese, *Op. Cit.*,

²Deebra J. Housel, *Op. Cit.*,

³Doug Buehl, *Classroom Strategies for Interatif Learning*, (AmericaL: International Reading Association, 2009), p. 111

The Procedures of Magnet Summary Strategy are as follows⁴:

- a. Introduce the technique by leading a discussion of the interaction of a magnet and steel. Present this analogy: just as magnet is drawn to steel, magnet words draw facts to them.
- b. Choose three magnet terms or phrases to which many facts can be applied.
- c. Distribute copies of graphic organizer. On the overhead, display a transparency of the graphic organizer showing the first magnet word you have chosen. Have students write it between the prongs of the magnet. Then ask the students to recall important details from a reading that relate to that magnet word. Allow them to look at or, if necessary, reread parts of the passage.
- d. Ask the students to offer examples of words or phrases they want to write on the prongs of the magnet. Write these on your overhead magnet as they do the same on theirs.
- e. When you have written between four and seven details for the magnet word, ask the class to generate a brief summary on the bar of steel using all the words on the magnet.
- f. Display the other magnet words you have chosen and let the students complete the graphic organizer independently.
- g. Extend this activity by having students use the summaries they wrote on the bars of steel to develop a three-paragraph summary and write it on the back of the graphic organizer.

2. The Nature of Reading

There are four language skills: listening, speaking, reading, and writing.

Reading is the one of important skills in learning English. There are a lot of

⁴Debra J. Housel, *Op. Cit.* p. 128

definitions about reading: some people think that the term of reading just to read the sentences in the text and passage. The other define that reading is to get information from what they read.

According to Nunan⁵, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning and the goal of reading is comprehension. According to Christina and Mary⁶, reading is the individual activity to get information excellence and unless there are contextual constraints on the teaching situation, such as lack of electricity in the homes, there is no sense in wasting class time on actual reading. Besides that Nuttal⁷, reading is understood interpret meaning sense. Reading is an interactive process that goes on between the reader and the text, A reader in reading term will use his knowledge, skills, and strategies to determine what the text is. It means, the reader tries to recognize the words he meet in print and finds the meaning of the written text. So, the reading brings a maximum of understanding to the author's message.

According to Hornby⁸, reading is an action of a person who needs texts. Moreover, According to Judi Moreillon⁹, reading is making meaning from print and from visual information. In Addition Caroline T. Linse¹⁰, reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what

⁵David Nunan, *Practical English Language Teaching*. (New York: Mc. Graw.Hill Company, 2003), p.68

⁶Christina Bratt Jaulston & Mary Newton Bruder. *Teaching English as A Second Language Techniques and Procedures*. (Massachusetts: Winthrop Publishers, Inc), p. 64

⁷Christine Nuttal. *Teaching Reading Skill in a Forign Language*. (New York: Mc Grow Hill Book Company, 1982), p. 2

⁸Hornby, A.S. *Oxford Advenced Learner's Dictionary of Current English*. (Oxford: Oxford University press, 1974), p.1043

⁹Judi Moreillon. *Collaborative Strategies for Teaching Reading Comprehension*. (Chicago: American Library Association, 2007), p. 10

¹⁰Caroline T. Linse. *Practical English Language Teaching: Young Learners*. (New York: McGraw-Hill Companies, Inc, 2005), p. 69

we read. Besides, Ralph¹¹, good readers read for meaning. They do not decode each letter or each word. Instead, they take in chunks of the text and relate it to what they know.

Moreover, Grellet¹² there are main ways in reading as follows:

a. Skimming

Skimming is reading quickly over a text to get the gist of idea.

b. Scanning

Scanning is reading quickly through a text to find a particular piece of information.

c. Extensive Reading

Extensive reading is reading longer texts, usually for one's own pleasure, mainly involve global understanding.

d. Intensive Reading

Intensive reading is reading shorter texts to extract specific information. This is more an accuracy activity involving reading for detail.

Based on the definition above, it can be concluded that reading is an interactive and thinking process of transferring printed letters into meaning. It is one of ways to communicate certain message between the researcher and the reader. By the reading activities, the students are required to have good interaction with the texts.

1. The Nature of Reading Comprehension

According to Debra L. Cook Hirai¹³, comprehension refers to how struggling readers “make sense” of the written page in any content. In addition, Mark Sadoski¹⁴,

¹¹Ralph E. Reynold. 2002. *Understanding the Nature Reading Comprehension*. (Retrieved on Februari 26, 2011), http://www.sagepub.com/upm-data/7086_wolfech1.pdf

¹²Grellet, Françoise. 1986. *Developing Reading Skill* (Cambridge University Press) p.4

¹³Debra L. Cook Hirai, Irene Boregoet al. *Academic Language/Literacy Strategies for Adolescents*. New York: Routledge. 2010. p 76

comprehension is understanding something, getting its meaning. Furthermore, Durkin (1993) in Dorothy¹⁵, reading comprehension has been called the essence of reading, essential not only to academic learning in all subject areas but to lifelong learning as well.

According to Snow¹⁶, reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. She also mentioned that comprehension entails three elements, as follows:

- a. The reader who is doing the comprehension.
- b. The text is to be comprehended.
- c. The activity in which comprehension is a part.

In addition, Snow¹⁷ to comprehend, a reader must have a wide range of capacities and abilities. These include:

- a. Cognitive Capacity (e.g. attention, memory, critical, analytic ability, interference, and visualization ability).
- b. Motivation (a purpose for reading an interest in the content being read, and self-efficacy as the reader).
- c. Various types of knowledge, (vocabulary, domain and topic knowledge, linguistics and discourse knowledge of specific comprehension strategies).

According to Hornby¹⁸, comprehension is the mind act or power of understanding. When one reads something, he actively goes along to comprehend what the researcher's intended message by predicting, evaluating, selecting significant

¹⁴Mark Sadoski. *Conceptual Foundations of Teaching Reading*. (New York: The Guildford Press, 2004), p. 67

¹⁵Dorothy S. Strickland, Kathy Ganske, et al. *Supporting Struggling Readers and Researchers*. (Monroe Portland, Maine: Stenhouse Publisher, 2006), p. 114

¹⁶Catherine Snow and Chair. *Reading for Understanding Toward an Research and Development Program in Reading Comprehension*. (Santa Monica: RAND Reading Study Class, 2002), p. 11

¹⁷*Ibid*, p. 13-14

¹⁸AS.Hornby. *Oxford Advance Learner's Dictionary of Current English*. (Oxford: Oxford University Press, 1987), p. 174

details, organizing, etc. Therefore, reading comprehension means understanding what has been read. It is an active process that depends not only on comprehension skill, but also on readers' experiences and prior knowledge. Judi Moreillon¹⁹ background knowledge is always behind us backing up our comprehension.

From the ideas above, it can be concluded that reading comprehension is an interactive process involving the reader, the text, and the context in which reading accords.

2. Teaching Reading

Teaching reading is one of the important parts in the curriculum stated in Indonesian's curriculum not only for Elementary School, Junior High School, Senior High School, but also for the college student and adults. The aim of teaching reading is to develop the students' ability so that they can read and understand the English text effectively and efficiently. According to Nunan (1985) in Misdaliza²⁰, teaching reading has three activities, they are as follows:

a. Pre-reading activity

Pre-reading activity is the activity before reading process then, the aims of this are:

- 1) To introduce and arouse the interest of the students to the topic. In this case, the teacher introduces to the students about the topic which they will discuss in English class.
- 2) To motivate the students to give a reaction for the reading text. Teacher can ask the students some questions related to the topic.

¹⁹Judi Moreillon. *Collaborative Strategies for Teaching Reading Comprehension*. (Chicago: American Library Association, 2007), p. 19

²⁰Misdaliza. *The Use of Picture Series in Teaching Reading At MAN Kampar Air Tiris*. (Unpublished, 2005), p. 3-4

3) To provide some language preparations for the text. In this term, teacher can show some language preparations, such as: the words, phrases, or sentences that can be used to lead the students' attention the material.

b. Whilst-reading activity

Whilst-reading activity is the core of the lesson. What need to be done is to develop students' reading skill by scanning and skimming. Skimming is reading rapidly to get general information, while scanning is reading rapidly to find special information. According to I.S.P. Nation²¹, skimming is the reader read goes through a text quickly, not noting every word but trying to get the main idea of what the text is about. While scanning means reading involves searching a particular piece of information in a text, such as looking for a particular name or a particular number.

c. Post Reading activity

Post reading activity can be done in various activities related to the passage that has been read. An oral or written follow up activity, the students can be asked to describe a situation related to the passage or an incident similar to the passage.

In the process of teaching and learning English especially in reading subject, a good reading comprehension achievement of the students is one of the most crucial goals by the end of teaching and learning process. According to Mark Sadoski²², there are two main goals of teaching reading that balance between the effective domain and cognitive domain.

a. Affective Goals

²¹ I.S.P. Nation. *Teaching ESL/EFL Reading and Writing*. (New York: Routledge, 2009), p. 70

²² Mark Sadoski. *Conceptual Foundations of Teaching Reading*. (New York: The Guildford Press, 2004), p. 45-53

1) Developing positive attitudes toward reading

The term attitude, as used here, applies to the students' perceptions of their competence and their disposition toward their future performance. The development of a positive attitude toward reading means progressing the students' confidence in their own ability as a reader. Ideally, the students should experience success regularly and approach reading confidently, with a "can do" spirit, rather than avoiding it because it is painful and frustrating.

2) Developing personal interest and taste in reading

Having a positive attitude is not enough. Lifelong readers choose to pursue their life interest through reading. Having an interest in reading means, having the motivation to read and to respond affectively, to seek to enlarge readers/students' sense of self-worth through reading.

b. Cognitive Goals

1. Developing the use of reading as a tool to solve problem

Reading weighs heavily in the tool belt of a working, technological society. It helps us to solve a broad array of personal and social problems in a complex, literate world. Reading is also a way to deal with everyday problems where printed language is a feasible and requisite solution.

2. Developing the fundamental competencies of reading at succeeding higher levels of independence.

Developing the fundamental competencies that comprise reading is the most basic goal.

According to Mark Sadoski²³, there are two forms of teaching reading, such as:

²³ Mark Sadoski. *ibid*, p. 79-80

1. Instruction

Instruction means to put a structure of knowledge in from without. The teacher has it, the learners do not, and the teacher builds it into them.

2. Education

When the teacher educates the students, the teacher draws the desired knowledge or skill out of them. Education, then, means to draw learning out from within.

And the last, according Nunan²⁴, teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the first time. And the second aspect of teaching reading refers to teaching learners who already have reading skills in their first language.

B. Relevant Research

The relevant research taken by researcher in this research is a research that was conducted by Sari who as a research entitled the Effect of Using Magnet Summaries Strategy toward Students' Reading Comprehension a Study at Second Year Students of SMAN Sungai Rumbai. The purpose of this research to find out the effect of using magnet summaries toward students' reading comprehension. She used experiment design that consist of experiment class and control class. The population of this research was 122 students of XI IPS SMAN 1 Sungai Rumbai, she used cluster random sampling to find out the experiment class and control class. To collect the data she used test. She used pretest and posttest. After analyzing the data she found that there was significant effect of using magnet summaries strategy toward reading comprehension a study at second year students of SMAN 1 Sungai Rumbai.²⁵

²⁴David Nunan, *Practical English Language Teaching*. (New York: Mc. Graw.Hill Company, 2003), p.68

²⁵ <http://jurnal.stkip-pgri-sumbar.ac.id/Dosing/index.php/MHSING20121.article.view.p.174>

C. Operational Concept

In order to clarify the theories used in this research, the researcher would like to explain briefly about variable of this research. This research is an experimental research in which focuses on gaining the effect of using Magnet Summary Strategy toward reading comprehension. Therefore, in analyzing the problem in this research, there are two variables used. The first is Magnet Summary Strategy which refers to the teacher's strategy in teaching reading. The second is reading comprehension. Magnet Summary Strategy is an independent variable and reading comprehension is a dependent variable. To operate the investigation on the variable, the researcher worked based on the following indicators:

1. The indicators of Magnet Summary Strategy are as follows
 - a. The teacher introduces the magnet summary strategy
 - b. The teacher lets to students to choose three magnet term or phrases
 - c. The teacher distributes copies of graphic organizer.
 - d. The teacher displays a transparency of the graphic organizer showing the first magnet word have chosen to the students.
 - e. The teacher asks the students to write it between the prongs of the magnet.
 - f. The teacher asks the students to recall important details from a reading that relate to that magnet word.
 - g. The teacher allows the students to look at or, if necessary, reread parts of the passage.
 - h. The teacher asks the students to offer examples of words or phrases they want to write on the prongs of the magnet.
-

- i. The teacher asks the class to generate a brief summary on the bar of steel using all the words on the magnet.
 - j. The teacher lets the student to displays the other magnet words and let students complete the graphic organizer independently.
 - k. The teacher asks the students to make summary in several paragraphs from the magnet word collected.
- 2. The procedures of convensional strategy were as follows:
 - a. The teacher asks the students to read the passage on the text
 - b. The teacher asks the students to find out the meaning of difficult words
 - c. Teacher asks the students to answer the questions based on the text
 - d. The teacher collects the students' reading assignment.
- 3. The indicators for students' reading comprehension are as follows:²⁶
 - a. The students are able to find factual information
 - b. The students are able to identify main idea
 - c. The students are able to locate the meaning of vocabulary in context
 - d. The students are able to identify references
 - e. The students are able to make inference from the reading text

²⁶ Judith Westphal Irwin, *Teaching Reading Comprehension Processes*. (virginia: Prentice – Hall. 1986), p.3

D. The Assumption and Hypothesis

1. The Assumption

In this research, the researcher assumes that (1) students' comprehension in reading comprehension, and (2) teaching strategy can influence students' comprehension in reading comprehension.

2. The Hypothesis

H_0 : There is no significant effect of Magnet Summary Strategy toward reading comprehension of the Fifth Grade students at Al Munawwarah Islamic Boarding School Pekanbaru.

H_a : There is significant effect using Magnet Summary Strategy toward reading comprehension of the Fifth Grade students at Al Munawwarah Islamic Boarding School Pekanbaru.

CHAPTER III

RESEARCH METHOD

A. The Research Design

This research is a kind of quasi experimental research. It is a research which is aimed to search whether there is or there is no effect of treatment which has been done to the experimental subject without random assignment¹. In this research, the researcher used two classes to be sample, namely an experimental class and a control class.

The experimental class was taught by particular treatment magnet summary strategy toward their reading comprehension. In addition, control class was only given a pre- test and post- test without particular treatment as was given for experimental class². These classes used different strategy, but both experimental and control class were treated with the same test.

Table III.1
Research Type

CLASS	PRE-TEST	TREATMENT	POST-TEST
A	T1		T2
B	T1	X	T2

Experimental:

A: Experimental class

B: Control class

T1: Pre- test for experimental class and control class

: Receiving particular treatment

X: Without particular treatment

T2: Post- test for experimental class and control class.

¹ John W. Creswell. *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Pearson Prentice Hall, 2008), pp. 314

² Ibid.

After giving particular treatment to the experimental class by using magnet summary strategy, the score between experimental and control class were analyzed by statistical formula. It was aimed to know there is or not the effect of variable X into variable Y.

B. The Location and Time of the Research

This research was conducted at the Fifth Grade students of Al Munawwarah Islamic Bioarding School Pekanbaru. It is located at Pesantren street, No. 42, west Tangkerang, Pekanbaru. The time to conduct this research was conducted on September to october 2012.

C. The Subject and the Object of the Research

The subject of this research was the Fifth Grade students of Al Munawwarah Islamic Boarding School Pekanbaru, and the object of this research was to analyze Using Magnet Summary Strategy toward reading comprehension of the Fifth Grade students at Al Munawwarah Islamic Boarding School Pekanbaru.

D. The Population and the Sample of the Research

1. Population

The population of this research was the Fifth Grade students at Al Munawwarah Islamic Boarding School in 2012- 2013 academic year. It had two (2) classes, and the number of the Fifth Grade students at Al Munawwarah Islamic Boarding School Pekanbaru was 51 students.

Table III.2
Distribution of the Research Population

CLASS	NUMBER OF STUDENTS
V A	26 Students
V B	25 Students
Total	51 Students

2. Sample

Based on the total of population the researcher used the population as the sampling, one class as an experimental class and another one was a control class. So, the total of sample was 51 students. The researcher decided this by considering some conditions below:

1. Both of them use the same curriculum
2. Both of them use the same book
3. Both are taught by the same teacher

It could be concluded that they were at the same level. To decide which one to be an experimental class, the researcher used lottery by using two small pieces paper and wrote V IPS A on the first paper and V IPS B on another paper. Then, the researcher put them into a small box and shook them to make one of them thrown out. The paper which thrown out was chosen as an experimental class and other was a control class. The result found that V IPS A became the control class and V IPS B became the experimental class.

Table III.3
Distribution of the Research Sample

Class	Pre-Test	Treatment	Post-Test	Number of
--------------	-----------------	------------------	------------------	------------------

				students
A	T ₁	X	T ₂	26
B	T ₁	✓	T ₂	25

E. The Technique of Data Collection

In completing the data, the next step of this research was collecting the data. The function of data collecting was to determine the result of the research. In collecting data, the researcher used test.

To determine the result of the teaching-learning process by using Magnet Summary strategy, the researcher used test. Because the strategy chosen by researcher is quasi-experimental by post test design, the researcher gave them test once at the end of the treatment. In giving the assessment, the researcher correlated it to the goal or purpose of the reading in curriculum. And the strategy used by the researcher was multiple choice.

The multiple choice strategy was a strategy that was designed by using four options or choices and the students chose the appropriate one, it based on the question. This strategy could assess the students' reading comprehension. Before the test was given to the students, it was tried out in order to find its validity and reliability.

The test was given to both of them, an experiment class and a control class with the same material. First, the researcher gave treatment to the experiment class by using Magnet Summary Strategy and the control class with Conventional strategy by English Teacher. Then, the researcher distributed the test about comprehending reading text to students. The materials of the test were adopted from internet and the book for the Fifth Grade of Al Munawwarah Islamic Boarding School Pekanbaru.

a) The Instrument of Data Collection

In order to get data needed to support this research, the researcher applied the techniques by the test. The data of this research were gotten from the scores of the students' post-test. The data were collected through the following procedure:

1. Both classes (Experimental class and Control class) were asked to express their idea reading comprehension.
2. The teacher evaluated from the test best on reading comprehension aspect that consisted of find the factual of the text, identify main idea, identifying locate the vocabulary in context, identify references, finding the inference of the text. It was done to make the teacher is easy to located the meaning.
3. The test was used to obtain the data concerning the students' reading comprehension. The strategy was carried out in items of collecting the data and information dealing with the data variable X (magnet summary) and Conventional strategy) Y (reading comprehension).

The test was divided into pre-test and post-test. The kind of the test was multiple choices. Multiple choice questions in the hands of a skilled teacher are highly effective instrument for training interpretive skills. The procedure is as follows:³

- a. The students read the text silently in class.
- b. The students attempt the questions (individually or in classes/pairs).
- c. When all the classes are ready, the teacher records their choices for the answer to question 1 and 20, without disclosing which the best is, promote discussion between the classes about the reasons for their choices.

There were four choices A, B, C and D, the answers which were adapted from text. The form of the text was narrative test.

³Christine Nuttall, *Teaching Reading Skills in a Foreign Language*, (London: Heinemann Educational Books, 1983), p. 126.

Table III.4
Blue print of Pre-Test

Indicator	Items
1. Main idea in reading text	1, 7, 12, 17
2. Identifying factual information	2, 6, 11, 16
3. Finding locate the meaning of vocabulary	4, 9, 13, 18
4. Finding the word of references	5, 10, 14, 19
5. Finding the word of inferences	3, 8, 15, 20

Based on the table III.4 the proportion indicators of reading text are main idea in reading text, that can be found in item number 1, 7, 12, 17 identifying factual information, we can be seen in item number 2, 6, 11, 16, finding locate the meaning of vocabulary, can be seen in item number 4, 9, 13, 18, finding the word of references, in item number 5, 10, 14, 19, finding the word of inference, can be seen in item number 3, 8, 15, 20.

Table III.5
Blue print of Post-Test

Indicator	Items
1. Main idea in reading text	2, 7, 12, 16,
2. Identifying factual information	1, 6, 11, 20
3. Finding locate the meaning of vocabulary	3, 9, 13, 18
4. Finding the word of references	4, 10, 14, 19
5. Finding the word of inferences	5, 8, 15, 17

Based on the table III.5 the proportion indicators of reading text are main idea in reading text, that can be found in item number 2, 7, 12, 16. identifying factual information, we can be seen in item number 1, 6, 11, 20, finding locate the meaning of vocabulary, can

be seen in item number 3, 9, 13, 18, finding the word of references, in item number 4, 10, 14, 19, finding the word of inference, can be seen in item number 5, 8, 15, 17.

1. The Research Procedure

Magnet summary Strategy was used in learning and teaching English process toward reading comprehension skill, it helped teacher to achieve the goal of teaching. The procedure of this research was divided into two phases:

a. Procedures of Collecting Data for Experimental Class

1) Pre- test

The pre- test was carried out to determine the ability of the students selected as the sample. Items used for pre- test consisted of 20 items. The test is about reading comprehension appropriate with the curriculum of the school. The test consisted of four passages with five questions for each.

2) Treatment

The treatment was conducted to the experimental class only. The treatment was used magnet summary strategy in teaching English part reading comprehension. The length of the time to apply the strategy was about six meetings and every meeting was about 40 minutes.

3) Post- Test

After eight meetings (including pre- test), the post- test was done. The result of the post- test for experimental class was analyzed and used as final data for this research.

b. The Procedures of Collecting Data for Control Class

1) Pre- test

The goals, items, and procedures of the test for control class were the same as those conducted for experimental class, the difference was only the time.

2) Conventional Strategy

In this study, the teacher taught reading comprehension to the control class by using conventional strategy of classical methods. The strategy used in the classroom was done by steps below:

1. The teacher asked the students to read the reading passages or the teacher read the text and the students listen it.
2. The teacher asked the students to find out the meaning of difficult words by using dictionary.
3. The teacher asked the students to answer the questions base on the text passage.
4. The teacher collected the students' reading assignment
5. The teacher made the conclusion from the reading text and the students answered the question with the students together.

3) Post- test

Post- test for both experimental class and control class were administrated after giving the treatment for experimental class. The result of the post- test for both experimental class and control class was analyzed and used as final data for this research.

2. The Validity and Reliability of the test

a. Validity

Every test, whether it is short, informal classroom test or a public examination should be as valid as the test constructor can make it. The test must aim at providing a true measure of the particular skill in which it is intended to measure.

Heaton states that the validity of a test refers to appropriateness of a given test or any of its component parts as measure of what it is purposed to measure. It means the test will be valid to the extent that is measured what it is supposed to measure. There are three kinds of validity that consist of content validity, construct validity and empirical validity⁴.

In order to obtain the data about the comparison between students' reading comprehension who were taught by using magnet summary strategy and Conventional strategy on reading comprehension, the researcher acquired to show each score. It was used pertaining to the most important characteristic of an item to be accurately determined by its difficulty. Then, the test given to students was considered too difficult or too easy, often showing the low reliability. Item difficulty was determined as the proportion of correct responses. This was held pertinent to the index difficulty, in which it was generally expressed as the percentage of the students who answered the questions correctly. The formula for item difficulty is as follows:

$$FV = \frac{R}{N}$$

Where:

FV : index of difficulty of facility value

R : the number of correct answer

N : the number of examinees or students taking the test

Heaton⁵

⁴J.B Heaton. *Writing English Language Test*. (New York: Longman, 1988), p. 159

⁵*Ibid.* p. 179

The formula above was used to find out the easy or difficulties of each item test that researchcer gave to the respondents. The items did not reach the standard level of difficulty were excluding from the test and they were rejected.

In this research, the researcher used the correlation product moment in analyzing the validity of the instruments. The formula is as follows⁶:

$$\begin{aligned}
 r_{xy} &= \frac{\sum xy}{\sqrt{(\sum x^2) (\sum y^2)}} \\
 &= \frac{3836}{\sqrt{5670 \times 4178,75}} \\
 &= \frac{3836}{\sqrt{23689260}} \\
 &= \frac{3836}{4867,16139} \\
 &= 0,780
 \end{aligned}$$

b. Reliability

A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test. Heaton explains that reliability is of primary importance in the use of both public achievement and proficiency test and classroom test⁷. There are some factors affecting the reliability of a test, they are:

- 1) The extent of the sample of material selected for testing.
- 2) The administration of the test, clearly this is an important factor in deciding reliability.

In this research the researcher found the score of reliability by using program SPSS 16.0. To identify the reliability of the test, the researcher found the mean score, the standard deviation of the test, and Cronbach's Alpha.

Table III.6
Case Processing Summary

		N	%
Cases	Valid	20	100.0

⁶ *Ibid.* p. 70

⁷ *Op.Cit.* p.159

Excluded ^a	0	.0
Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Based on the table III.6, we can see that the cases valid are 20 students, exclude 0, and the total of the students following this test was 20 students.

Table III. 7
Scale Statistics

Mean	Variance	Std. Deviation	N of Items
10.60	11.937	3.455	20

Based on the table III 7. we can see that the mean score is 10.60, variance is 11.937. std. Deviation is 3.455, and number of items are 20.

Table III. 8
Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.607	.614	20

Based on the table III 8, we can see that cronbach's Alpha is .607, cronbach's alpha based on standardized items is .614, and number of items are 20.

The score obtained compares to r table of product moment that the degree of freedom was 48 " r " product moment at the level of 5% is 0.273 and 1% is 0.354. The score obtained of Cronbach's Alpa was .607

According to Suharsimi Arikunto the value of correlation coefficients as follow⁸;

⁸ *Ibid.* p. 75

1. Between 0.800 to 1.00 = Very High
2. Between 0.600 to 0.800 = High
3. Between 0.400 to 0.600 = Enough
4. Between 0.200 to 0.400 = Low
5. Between 0.00 to 0.200 = Very Low

In conclusion, validity of the test is including as **High** category while reliability of the test is including as **High** category.

F. The Technique of Data Analysis

The strategy of data analysis used in this research was T-test formula by using SPSS (Statistical Package for the Social Sciences). In analyzing the data, the researcher used the checklist on the observation list and scores of post-test of experimental as well as and control class. These scores were analyzed statically. The researcher used score of experimental class and control class.

To analyze the collected data, the researcher established some categories to classify the result of the test as main instrument of this research, According to Hartono; the score range is as follows:

Formula :

$$t_o = \frac{Mx - My}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 + \left(\frac{SDy}{\sqrt{N-1}}\right)^2}}$$

Where:

- t_o : The value of t-obtained
- Mx : Mean score of experiment class
- My : Mean score of control class
- SDx : Standard deviation of experiment class
- SDy : Standard deviation of control class
- N : Number of students

The t-test was obtained by considering the degree of freedom $(df) = (N1+N2)-2$.

Statistically the hypotheses are:

H_0 : $t_o < t\text{-table}$

H_a : $t_o > t\text{-table}$

H_0 is accepted if $t_o < t\text{ table}$ or there is no significant difference of using magnet summary strategy toward students' reading comprehension.

H_a is accepted if $t_o > t\text{ table}$ or there is significant difference of using magnet summary strategy toward students' reading comprehension.

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. The Description of Research Procedure

The purpose of the research was to obtain the data of students' reading comprehension taught by using magnet summary strategy and taught by using conventional strategy, and also the significant effect of students' reading comprehension taught by using magnet summary strategy. The data were obtained from students' post-test scores of experimental and control classes. The research procedures of this research are as follows:

1. Before administering the test, the researcher examined whether the test was reliable or not.
2. The researcher gave pre test and post test to V A and V B. The researcher asked the students to answer some questions based on the text given; the text was a narrative text.
3. Based on the result of pre-test, it was found that V B was an experimental class and V A was a control class. Then, the researcher gave treatments to experimental class for eight meetings.
4. After giving treatments to experimental class, the researcher used the same format of questions but in different narrative text to test students' reading comprehension for the post-test of experimental class. While for control class, taught without using treatments, the researcher used the same format of questions and different narrative text for their post-test also.

B. The Data Presentation

The data of this research were gotten from the score of students' pre-test and post-test. All of the data were collected through the following procedures:

1. Both of classes (Experimental Class and Control Class), students were asked to answer the questions based on the narrative text given
2. The format of the test was multiple choices

There were two data of reading comprehension served by the researcher. They were the data of students' reading comprehension taught by using magnet summary strategy and the data of students' reading comprehension taught by using conventional strategy, and they are as follows:

1. Data presentation of students' Reading Comprehension who are taught by using magnet summary strategy

The data of students' reading comprehension by using magnet summary strategy were gotten from pre-test and post-test of V B as an experimental class taken from the sample of this class (25 students). The researcher taught directly for 8 meetings in the experimental class. The data can be seen from the data below:

Table IV.1
The Score of the Students' Reading Comprehension Taught by Using Magnet Summary

No.	Students	Experimental Class		Gain
		Pre-Test	Post-Test	
1	Student 1	80	90	10
2	Student 2	80	89	9
3	Student 3	79	86	7
4	Student 4	79	86	7
5	Student 5	69	79	10
6	Student 6	65	79	11
7	Student 7	70	79	9
8	Student 8	69	79	10
9	Student 9	65	76	11
10	Student 10	63	76	13
11	Student 11	65	75	10
12	Student 12	65	76	11
13	Student 13	65	69	4
14	Student 14	63	76	13
15	Student 15	70	79	9
16	Student 16	69	79	10
17	Student 17	65	75	10
18	Student 18	55	66	11
19	Student 19	55	66	11
20	Student 20	55	63	8
21	Student 21	55	66	11
22	Student 22	53	63	10
23	Student 23	50	56	6
24	Student 24	53	59	4
25	Student 25	53	59	4
Total		1610	1860	229

From the TableIV.1, the researchcer found that the total score of pre-test in experimental class was 1610 while the highest was 80 and the lowest was 50. The total of the score of post test in the experimental class was 1860 while the highest was 90 and the lowest was 56. It means that the students had significant increasing of the reading comprehension. It was proved a total score and the score of frequency from pre-test and post-test which was significantly different, and it can be seen as below:

Table IV. 2
The Frequency Distribution Pre-test of Experimental Class
The Score of Pre-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	4.0	4.0	4.0
	53	3	12.0	12.0	16.0
	55	4	16.0	16.0	32.0
	63	2	8.0	8.0	40.0
	65	6	24.0	24.0	64.0
	69	3	12.0	12.0	76.0
	70	2	8.0	8.0	84.0
	79	2	8.0	8.0	92.0
	80	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

The table IV.2 shows the frequency distribution of experimental class before treatment. The output from 25 respondents, the valid percent with the interval of 50 was 4.0 %, the interval of 53 was 12.0%, the interval of 55 was 16.0%, the interval of 63 was 8.0%, the interval of 65 was 24.0%, the interval of 69 was 12.0%, the interval of 70 was 8.0%, the interval of 79 was 8.0%, the interval of 80 was 8.0%.

Table IV.3
The Frequency Distribution Posttest of Experimental Class
The Score of Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	1	4.0	4.0	4.0
	59	2	8.0	8.0	12.0
	63	2	8.0	8.0	20.0
	66	3	12.0	12.0	32.0
	69	1	4.0	4.0	36.0
	75	2	8.0	8.0	44.0
	76	4	16.0	16.0	60.0
	79	6	24.0	24.0	84.0
	86	2	8.0	8.0	92.0
	89	1	4.0	4.0	96.0
	90	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

The table IV.3 shows the frequency distribution of the experimental class before treatment. The output from 25 respondents, the valid percent with the interval of 56 was 4.0 %, the interval of 59 was 8.0%, the interval of 63 was 8.0%, the interval of 66 was 12.0%, the interval of 69 was 4.0%, the interval of 75 was 8.0%, the interval of 76 was 16.0%, the interval of 79 was 24.0%, the interval of 86 was 8.0%, the interval of 89 was 4.0%, the interval of 90 was 4.0%.

2. Data presentation of the Students' Reading Comprehension who are Taught by Using Conventional Strategy

The data of reading comprehension taught by using conventional strategy were also taken from pre-test and post-test of class V A as a control class taken of the sample in this class (26 Students). The data can be seen from the table below:

Table IV. 4
The Score of the Students' Reading Comprehension Taught by Using Conventional Strategy

No.	Students	Control Class		Gain
		Pre-Test	Post-Test	
1	Student 1	65	69	4
2	Student 2	60	66	6
3	Student 3	69	73	4
4	Student 4	50	53	3
5	Student 5	59	63	4
6	Student 6	60	66	6
7	Student 7	70	76	6
8	Student 8	60	66	6
9	Student 9	60	69	9
10	Student 10	63	69	6
11	Student 11	60	66	6
12	Student 12	60	69	9
13	Student 13	53	59	6
14	Student 14	53	59	6
15	Student 15	55	59	4
16	Student 16	60	66	6
17	Student 17	55	59	4
18	Student 18	69	66	-3
19	Student 19	53	59	6
20	Student 20	53	63	10
21	Student 21	56	53	-3
22	Student 22	59	59	0
23	Student 23	65	69	4
24	Student 24	50	56	6
25	Student 25	75	79	4
26	Student 26	55	60	5
Total		1547	1671	124

From the TableIV.4, the researchcer found that the total score of pre-test in the control class was 1547 while the highest was 75 and the lowest was 50. The total of the score of post test in the control class was 1671 while the highest was 79 and the lowest was 53. It means that the students had little increasing of their reading comprehension.

Table IV.5
The Frequency Distribution Pre-test of Control Class

The Score of Pre-Test		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	2	7.7	7.7	7.7
	53	4	15.4	15.4	23.1
	55	3	11.5	11.5	34.6
	56	1	3.8	3.8	38.5
	59	2	7.7	7.7	46.2
	60	7	26.9	26.9	73.1
	63	1	3.8	3.8	76.9
	65	2	7.7	7.7	84.6
	69	2	7.7	7.7	92.3
	70	1	3.8	3.8	96.2
	75	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

The table IV.5 shows the frequency distribution of the control class, the score of pre-test. The output from 26 respondents, the valid percent with the interval of 50 was 7.7%, the interval of 53 was 15.4%, the interval of 55 was 11.5%, the interval of 56 was 3.8%, the interval of 59 was 7.7%, the interval of 60 was 26.9%, the interval of 63 was 3.8%, the interval of 65 was 7.7%, the interval of 69 was 7.7%, the interval of 70 was 3.8%, the interval of 75 was 3.8%.

Table IV.6
The Frequency Distribution Posttest of Control Class

The Score of Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	53	2	7.7	7.7	7.7
	56	1	3.8	3.8	11.5
	59	6	23.1	23.1	34.6
	60	1	3.8	3.8	38.5
	63	2	7.7	7.7	46.2
	66	6	23.1	23.1	69.2
	69	5	19.2	19.2	88.5
	73	1	3.8	3.8	92.3
	76	1	3.8	3.8	96.2
	79	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

The table IV.6 shows the frequency distribution of the experimental class, the score of posttest. The output from 26 respondents, the valid percent with the interval of 53 was 7.7 %, the interval of 56 was 3.8%, the interval of 59 was 23.1%, the interval of 60 was 3.8%, the interval of 63 was 7.7%, the interval of 66 was 23.1%, the interval of 69 was 19.2%, the interval of 73 was 3.8%, the interval of 76 was 3.8%, the interval of 79 was 3.8%.

C. The Data Analysis

1. Analysis of Reading Comprehension after Being Taught by Using Magnet Summary Strategy

The analysis of data of the students for the experimental class and the control class is explained in the following table:

Table IV. 7
The Classification of Experimental Class¹

NO	CATEGORIES	SCORE	FREQUENCY	PERCENTAGE
1	Very good	80-100	4	16%
2	Good	70-79	12	48%
3	Enough	60-69	6	24%
4	Less	50-59	3	12%
5	Bad	0-49	-	-
	Total	-	25	100%

Based on the table above, classification of experimental class of thAl Munawwarah Islamic Boarding School Pekanbaru the output from 25 students shows that the category number 1, there is 4 frequency (16%), the category number 2, there is 12 frequency (48%), the category number 3, there is 6 frequency (24%), the category number 4, there is 3 frequency (12%), the category number 5, there is 0 frequency (0%). Thus, the majority of students in this regard are classified as **Good**.

¹ Anas Sudijono. *Pengantar Statistik Pendidikan*. (Jakarta: PT Rafindo Persada, 2007) p. 32

Table IV.8
The Classification of Control Class

NO	CATEGORIES	SCORE	FREQUENCY	PERCENTAGE
1	Very good	80-100	-	0%
2	Good	70-79	3	12%
3	Enough	60-69	13	50%
4	Less	50-59	10	38%
5	Bad	0-49	-	0%
	Total	-	26	100 %

Based on the table above, classification of experimental class of the Fifth Grade students at Al Munawwarah Islamic Boarding School Pekanbaru the output from 26 students shows that the category number 1, there is 0 frequency (0%), the category number 2, there is 3 frequency (12%), the category number 3, there is 13 frequency (50%), the category number 4, there is 10 frequency (38%), the category number 5, there is 0 frequency (0%). Thus, the majority of students in this regard are classified as **Enough**.

Table IV.9
Class Statistics

		N	Mean	Std. Deviation	Std. Error Mean
Experimental Class	1	25	9.16	2.544	.509
Control Class	2	26	4.77	3.037	.596

Based on the above table, it can be seen that the total students from the experimental class was 25 and the control class was 26, the mean of the experimental class was 9.16, and mean of the control class was 4.77. Standard deviation from the experimental class was 2.544, while standard deviation from the control class was 3.037. Standard error mean experimental class was 509, and the control class was 596.

Table IV.10
Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
postcontrol Equal variances assumed	.075	.785	5.585	49	.000	4.391	.786	2.811	5.971
Equal variances not assumed			5.605	48.113	.000	4.391	.783	2.816	5.966

Based on the output SPSS above, independent sample T-Test shows levene's Test to know the some variance.²

Ho: Variance Population Identical

Ha: Variance Population not accepted

If Probability>0.005, Ho is accepted

If Probability<0.005, Ha is rejected

From the table above, it can be seen that t_o 5.585 and df 49. The t_o obtained is compared to t table either at 5% or 1%. At level of 5%, t table is 2.01 and at level of 1%, t table is 2.68. Based on t table, it can be analyzed that t_o is higher than t table either at level of 5 % or 1%. In other words, we can read $2.01 < 5.585 > 2.68$. So the researcher can conclude that H_o is rejected and H_a is accepted. It means that there is significant effect of using

² Hartono. SPSS 16.0 *Analisis Data Statistik dan Penelitian*. (Pekanbaru: Pustaka Pelajar). P.159

learning cell strategy to improve students' reading comprehension of the Fifth Grade students at Al Munawwarah Islamic Boarding School Pekanbaru.

The score obtained compares to r table of product moment that the degree of freedom was 49 " r " product moment at the level of 5% is 2.01 and 1% is 2.68. The score obtained of Cronbach's Alpha was 5.585 higher than r table whether 5% and 1% ($2.01 \leq 5.585 \geq 2.68$). It means that the test was reliable.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Reading is one of the skills in which students should master it in learning English. After analyzing the data, the researcher decided that there were three conclusions of this research based on the objectives of the research:

1. The students' reading comprehension who were taught by using Magnet Summary strategy of the Fifth Grade students at Al Munawwarah Islamic Boarding School Pekanbaru was categorized into good level.
2. The students' reading comprehension who were taught by using conventional strategy of the Fifth Grade students at Al Munawwarah Islamic Boarding School Pekanbaru was categorized into enough level.
3. There was a significant effect in reading comprehension between the students who were taught by using magnet summary strategy and those who were not taught by using magnet summary strategy of the Fifth Grade students at Al Munawwarah Islamic Boarding School Pekanbaru.

B. Suggestion

Considering the effectiveness of using magnet summary strategy toward students' reading comprehension, the researcher would like to give some suggestions as follows:

- 1) Suggestions for the teacher:
 - a. It is recommended to teacher to use magnet summary strategy in teaching and learning process of reading comprehension.
 - b. It is hoped that the teacher teaches the reading comprehension from the easiest to the most difficult one.

- c. The teacher should build a favorable atmosphere at times of teaching-learning process conducted, because the conducive condition in teaching would become one asset to carry the success of material to be taught.

2) Suggestion for the students:

- a. The students should try to understand the use of magnet Summary strategy in reading text.
- b. The students should pay more attention to the lesson that has been explained by the teacher.
- c. The students must be creative to select kinds of reading text in order to comprehend more the text and in order to diminish boredom in learning English, especially in reading subject.

Finally, the researcher considers that this study still needs validation from the next researcher that has the same topic as this study.

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